

Rhode Island Department of Education  
Office of Special Populations

School Support System Report and Support Plan for the  
Valley Community Schools

September 20 - 23, 2004

## **SCHOOL SUPPORT SYSTEM**

### **A Collaborative System of Focused Monitoring**

#### Introduction

The purpose of the School Support System (SSS) is to provide a means of accountability for delivery of programs and services for students with exceptionalities. The School Support System model is designed to promote the involvement of the whole school/educational setting, general educators as well as special educators and parents. It is designed to learn if the school/ educational setting meets the regulations and what effects programs and services have on student outcomes. Finally, the SSS develops a school support plan for training and technical assistance.

To accomplish this the SSS includes these components:

- The Orientation Meeting The Rhode Island Department of Education (RIDE) staff meets with the school/educational setting to plan the site review and identify issues or initiatives that may influence programs or service delivery.
- Data Analysis Meeting The RIDE staff meets to review school/educational setting demographic information on selected data areas: the LEA annual plan, census information, and information collected through record review, staff questionnaires and parent interviews. To ensure that the child is at the center of the study, all analyses begin with the child. Thus, a sample of approximately 30 students with exceptionalities is selected; the records of these students are reviewed; their parents, teachers and related service providers are interviewed, and their classrooms are observed. The result is an in-depth, unified examination of the actual provision of programs and services for students with exceptionalities. The RIDE staff compiles a preliminary summary of their analyses of this data.
- Presentation by the School/Educational Setting Review The on-site review begins with a presentation of programs by teachers and staff. The presentation provides the review team with general and specific information on delivery of programs and services to students. Following this presentation, on-site reviews to all schools are made. The team members interview school administrators and teaching staff. Parents and central office staff are also interviewed. The team gathers sufficient information and works with the school/educational setting personnel to generate a report, covering the following:
  - The schools/educational settings compliance with the state and federal regulations, relative to the education of students with exceptionalities.
  - The quality and effectiveness of programs and services provided by the school/educational setting.
  - The need for professional development and technical assistance that will enable the school/educational setting to improve programs and services.
- The Support Plan The RIDE team, School/Educational Setting central office and building administrators meet to review the data and complete a report of results. The group designs a professional development/technical assistance support plan with timelines for implementation. This plan enables the school/educational setting to correct areas of non-compliance and to strengthen promising programs and correct areas of weakness in order to improve services and programs for all students.
- The SSS Report The report summarizes the findings from the various data sources. The format of the report uses four divisions: Indicators, Findings, Documentation, and Support Plan. Indicators describe either performance or compliance. Findings can include a variety of some six categories, from School Improvement to Free Appropriate Education in the Least Restrictive Environment. The documentation section of the report distinguishes the source of the finding. The support plan reflects the response to the described findings. The support plan describes the corrective action required by the school/educational setting as well as resources and time lines to improve programs and services.

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Valley Community Schools  
School Support System Review  
September 20 - 23, 2004

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<b>1. SCHOOL IMPROVEMENT</b>					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	<p>The Valley Community School was founded in 1985 and is administered by the Community Counseling Center, a Gateway Healthcare provider that is accredited by the Joint Commission on Accreditation of Healthcare Organizations, Inc. The program provides a comprehensive interdisciplinary team approach, offering specialized treatment focusing on assisting students with social, emotional and behavior learning opportunities in conjunction with individual academic instruction in all major subjects.</p> <p style="text-align: center;"><b>MISSION STATEMENT</b></p> <p>The VCS mission statement is to guide students in developing a desire and commitment to improve skills necessary to return them to their neighborhood schools through a well-designed program utilizing educational goals and technology and behavior management.</p> <p style="text-align: center;"><b>VISION STATEMENT</b></p> <p>Is to become a preeminent and recognized leader in the field of special education for behavioral disorder and other health impaired youth and adolescents. Valley Community School/Valley Day Program (VCS/VDP) will provide the highest quality and most appropriate services to meet or exceed the educational social and clinical needs of each student. VCS and VDP's environment will stress, encourage an assist in the continual growth and improvement for both staff and students.</p>	<p>Presentation Document Faculty Interviews</p>		

		<p><b>GOALS</b></p> <ol style="list-style-type: none"> <li>1. Provide a structure and supportive learning environment for students who are emotionally or behaviorally disturbed and may have other health impairments.</li> <li>2. Provide standards based academic instruction which is individualized stimulating and encourages learning despite a student's disability,</li> <li>3. Provide individual family and group counseling to all students as a part of the regular school program schedule.</li> <li>4. Involve family members in the educational and treatment process thorough regular conferences counseling and groups.</li> <li>5. Assist a number of students in the transition from residential treatment to a less restrictive placement in his/her own community</li> <li>6. Assist student in developing appropriate behaviors and skills necessary to cope in a variety of daily situations including returning to regular school setting.</li> </ol> <p>The overall goal of the program is to guide students in the development of self-control and social skills necessary to ensure a successful return to a less restrictive placement.</p> <p><b>OBJECTIVES</b></p> <ol style="list-style-type: none"> <li>A. To modify the student's behavior.</li> <li>B. To increase academic skills and remediate deficits.</li> <li>C. To enable each student to transition to a less restrictive educational vocational environment.</li> </ol>			
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		<p>D. To enable students in the vocational program the opportunity to gain vocational skills, continue social and educational growth and to gain experience in the world of work.</p> <p>E. To assist students and parents effectively address school related issues.</p>			
Performance	2	<p>Gateway Healthcare and its affiliated providers facilitated a strategic planning process utilizing the Balanced Scorecard in June of 2000. The Balance Scorecard process is designed to assist organizations focus on their monitoring and improvement activities to address their most important aspects of their business utilizing four indicators; Financial Growth, Internal Business Process, Learning and Growth and Customer Outcomes. Within the four indicators, additional indicators are identified that best represent performance in that specific area. Data is collected specific to the additional indicators to create a baseline performance. After data is reviewed goals are established for improvement in all key areas. Results are reviewed quarterly and each indicator is noted to be meeting its goal, cautionary (not meeting the goal but close or improving), and or not meeting the goal and is in need of continued improvement.</p> <p>During FY 04 Valley Community School (VCS) initiated their school based Balanced Scorecard and are just now reviewing their data to establish their baselines to establish performance outcomes. Currently throughout the VCS/VDP's there are no formal site-based school improvement processes in place although discussions are underway to review options for engagement. Utilizing this process VCS/VDP's</p>	Document Faculty Interviews	<p>Valley Community Schools (VCS) will continue with the exploration of this process and expand to a more strategic engagement across programs/schools during the 2004-2005 school year. The goal of which is to develop an overall VCS improvement plan.</p> <p>Progress Update: June 2005</p>	

		plans to continue to explore this process and expand to a more strategic engagement during the 2004-2005 school year, leading to an overall school improvement plan.			
Performance	3	Though VCS/VDP's facilitate a comprehensive approach to data collection and management to inform individual student planning specifically around behavioral health related issues in addition to identifying trends and improved student outcomes. It is unclear how VCS/VDP's addresses the improvement of student academic performance with the same assessment rigger.	Document Faculty Interviews	The position of Education Coordinator is a recently created full-time position. That individual will spearhead the daily ongoing review, reflection and assessment of the education process to improve student outcomes. In addition she will represent concerns and improvement strategies via the strategic planning and Balanced Scorecard process (see Support Plan, item #2 of this section).  Progress Update: June 2005	
Performance	4	Staff reported feeling supported by other staff and administrators. Additionally it was noted that if you had a question or concerns there was always someone you could go to. However mentoring for new faculty at VSC/VDP's including itinerants and emergency certified personnel is not structured.	Faculty Interviews Surveys	New staff entering Valley Community Schools after the orientation process will be assigned a senior staff member as a formal "point person".  Timeline: November 2005.	
Performance	5	VCS/VDP facilitates a variety of social emotional learning experiences for students through individual and group activities on topics such as anger management, social skills and substance abuse.  Pawtucket VCS is working with Blackstone Valley	Document Faculty Interviews		

		<p>Advocacy Center on a school wide presentation program on domestic violence, addressing dating violence, media violence, and healthy relationships and bullying.</p> <p>Cranston VCS is currently working with RI Hospital to provide a presenting on HIV awareness and the Urban League has presented on fatherhood. Additionally the CDS is facilitating conflict resolution through literature.</p>			
Performance	6	Valley Community School Programs publishes a comprehensive student parent handbook defining school policies practices and protocols.	Document Faculty Interviews		
Performance	7	VCS/VDP sites have individualized daily operations and protocols to address social emotional and behavioral management and have established guide books for faculty.	Document Faculty and Student Interviews		
Performance	8	Classroom sizes through out the VCS/VDP's were small, affording an individualized approach to instructional practices as well as positive behavioral supports being facilitated in the classroom setting. A special education teacher, teacher assistant and a staff person who floats as needed across classrooms provide academic instruction and support. Additionally behavioral specialists are aligned with each classroom.	Document Faculty and Student Interviews Observation		
Performance	9	Administration, Faculty and staff throughout the VCS/VDP's were collegial, supportive and committed to individual student success.	Faculty, Parent and Student Interviews		
Performance	10	All staff at VCS/VDP participate in a comprehensive orientation program facilitated in partnership with Gateway Healthcare. Gateway Healthcare's orientation includes workplace safety,	Document Faculty Interviews		

		<p>blood borne pathogens cultural diversity, sexual harassment, CPR and TCI etc.</p> <p>VCS/VDP also facilitate a four day orientation for faculty and staff which includes TCI training and recertification, departmental meetings, addressing behavior management, the vocational component, special education and technology.</p> <p>The Program Manager provides information regarding professional development opportunities to faculty. Faculty can engage in financial support from Gateway Healthcare to complete their professional standards / or course of study leading to certifications and related degrees.</p>			
Performance	11	<p>During the past year VCS/VDP's made the commitment of a full time Coordinator of Education to address curriculum development, professional development and instructional issues and concerns. Future plans include linking assessment data to inform instruction and student performance outcomes. In addition to assuring that professional development activities are strategically aligned with needs and concerns identified through an inclusive strategic process.</p>	Document Faculty Interviews	<p>The position of Education Coordinator is a recently created full-time position. That individual will spearhead the daily ongoing review, reflection and assessment of the education process to improve student outcomes. In addition she will represent concerns and improvement strategies via the strategic planning and Balanced Scorecard process (see also Support Plan, item #2 and #3 of Section 1: School Improvement).</p> <p>Progress Update: June 2005</p>	
Performance	12	<p>VCS/VDP's have developed partnerships with higher education (CCRI, PC, and RIC) for student internships in the field of social work and human services.</p>	Faculty Interviews		

<b>2. TEACHING PRACTICES</b>					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	<p>In November of 2003, a committee was established to assess, review, and determine a school wide K-12 curriculum. The Education Coordinator along with the special education directors, school psychologist, technology staff, classroom teachers and the superintendent facilitated an informal assessment, samples were distributed and reviewed of catalogs from textbook publishers and, representatives from McGraw Hill, American Guidance Services and Globe provided staff with individual presentations on their publications.</p> <p>Through this process text were identified and purchased across content areas, which included life skills. The Education Coordinator developed curriculum guides and is now in the process of providing professional development at each site. Additional guides are being developed for all grades and subjects.</p> <p>Teachers reported utilizing Rhode Island Recycling Center for classroom supplies.</p>	<p>Presentation Documentation Faculty Interviews</p>		
Performance	2	<p>Through out the VCS's there was evidence of a range of standards based instructional practices, student mentoring, student problem solving and student work.</p>	<p>Faculty Interviews Classroom Observation</p>		

Performance	3	<p>Time to discuss program planning and services, instructional practices and individual students concerns and needs varied throughout the VCS's and VDP programs.</p> <p>Quality Assurance - This meeting is held monthly to address student data regarding restraint and seclusion (3/per program/per site) to address trends and opportunities to inform the overall social emotional behavioral management program/system. The Chief Operating Officer (CCC), Superintendent, Program Managers, and Clinical Supervisors attend this meeting.</p> <p>Administrative Meetings – Each VCS/VDP site facilitates an administrative meeting to address operations, facility, program and service development and opportunities and student needs.</p> <p>Team Meetings – Team meetings are facilitated differently at each site but the focus is the same. Teachers, Teacher Assistants, Floaters, Social Workers, Behavior Specialist and other by site and available attend this meeting to address student academic, vocational and social emotional and behavioral needs. These meetings are held twice a week and may be facilitated by the program manager and/or the behavior specialists.</p> <p>Departmental Meeting – These meetings are facilitated differently at each site and are for Social Workers, Teachers, Teacher Assistants, Floating Staff, Behavioral Specialists etc. to meet with their colleagues to discuss instruction, curriculum, service provision and other related</p>	Faculty Interviews		
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		<p>issues to support students overall experience at the VCS/VDP.</p> <p>Clinical Meetings for class teams are facilitated differently at each VCS/VDP site. They may be held weekly/monthly and or on a rotating basis. This clinical support provides an opportunity for teachers, teacher assistants, behavior specialists, vocational coordinators, social workers and classroom floats along with other staff as appropriate to have discussions regarding student centered issues academically, behaviorally as well as clinically to develop strategies that enhance overall student success.</p>			
Performance	4	<p>Though individual special education teachers at VCS/VDP's facilitate the state assessment, the SRA, and pre and post testing with the Woodcock Johnson to inform instruction throughout the programs, it is unclear how this data is being analyzed by the faculty and the agency as a whole strategically address improving instruction and student performance outcomes.</p>	Faculty Interviews	<p>The position of Education Coordinator is a recently created full-time position. That individual will spearhead the daily ongoing review, reflection and assessment of the education process to improve student outcomes. In addition she will represent concerns and improvement strategies via the strategic planning and Balanced Scorecard process (see Support Plan, item #2 and #3 of Section 1: School Improvement).</p> <p>Progress Update: June 2005</p>	
Performance	5	<p>The primary goal of the VCS/VDP's programs is to guide students in developing a desire and commitment to improve the skills necessary to ensure a successful transition to a less restrictive</p>	Document Faculty and Student Interviews		

		educational or vocational program. The major component to achieve this goal is the behavior management system, which includes a token economy, a level system and necessary individual behavior plans. The behavior management system's token economy is based on providing predictable and logical rewards and consequences for behavior. Students earn points on a daily basis for his/her positive behavioral interactions. The behavior management program guides students through a (5) level system while they learn to make better behavioral decisions. Once a student achieves a level four/five a discussion regarding transition planning to his/her home school is facilitated. (See Transition Section)			
Performance	6	The Special Education Directors along with the Program Managers at VCS/VDP's sites review with individual teachers on an ongoing basis the status of their participation in course work needed to achieve their special education certification and or related degree.	Faculty Interviews		
Performance	7	Throughout the VCS/VDP a number of creative instructional strategies are being facilitated. Examples include the high school science curriculum, which utilizes a virtual instruction component to provide a lab experience for its students. Art teachers facilitate an all-inclusive approach to their curriculum by connecting to math concepts, english language arts, and other core subject areas in addition to a number of thematic approaches to learning.	Faculty and Student Interviews Classroom Observation		
Performance	8	The Behavior Specialist manages the behavioral atmosphere of the overall program. Some of the responsibilities include oversight of the level	Document Faculty Interviews Observation		

		system, coverage as needed, mentoring of teacher assistants and the staff floats weekly, overseeing the student screening upon entering the building, and the coordination and implementation of the exploratory program supporting students achieving successful behavioral levels.			
Performance	9	The VCS/VDP Social Workers coordinate all services and supports for student's social emotional and behavioral development, including counseling and attending team meetings. Additionally they assist families with transportation, attendance at relevant meetings including IEP's and are the direct contact to the families regarding all school issues.	Faculty Interviews		
Performance	10	VCS/VDP's has an Adventures In Learning Program (AIL). This program provides students a therapeutic cooperative team-building curriculum. Students participate in physical activities that build self-esteem.	Presentation Faculty Interviews		

<b>3. FREE APPROPRIATE PUBLIC EDUCATION IN THE LEAST RESTRICTIVE ENVIRONMENT (FAPE/LRE)</b>					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
		It is the responsibility of the LEA to ensure that students receive a Free and Appropriate Public Education (FAPE). The contracted agency/non public school is an active collaborative partner in ensuring that FAPE is received.	RI Regulations		

Performance	1	<p>Though there are clear student intake protocols and a process for record acquisition, and educational planning, it is inconsistently structured and facilitated VCS/VDP programs.</p>	Record Reviews Interviews	<p>The Superintendent of Valley Community School's will review and discuss with all senior staff the intake protocols and process for record acquisition with regard to consistency across programs/schools.</p> <p>Timeline: January 2005</p>	
Performance	2	<p>The program continuum at Valley Community Schools includes a Community School program designed as a 180 day program for students at the secondary level needing an academic program with a comprehensive behaviorally focused component and a 180-day academic program with a 50-day summer component (the Valley Day Program) for students ages 6-13 with severe emotional disabilities with a comprehensive behavioral focus in addition to a clinical component. For students at the secondary level, a career/vocational exploration program is available.</p> <ul style="list-style-type: none"> <li>• The Pawtucket site provides a Day School, a Community School and a 45-day diagnostic program.</li> <li>• The Cranston site provides a Day School a Community School and a 45-day diagnostic program.</li> <li>• The South County site provides a Community School and a 45-day</li> </ul>	Document Faculty and Student Interviews Classroom Observation		

		<p>diagnostic program.</p> <ul style="list-style-type: none"> <li>The Middletown site provides a Community School.</li> </ul>			
Performance	3	VCS/VDP's as a part of their continuum have an in school suspension setting in each of their programs. A behavior specialist and or the classroom floater manage these settings. Special education teachers provide students with their daily class work and each student's behavior management plan is maintained.	Document Faculty Interviews Classroom Observations		
Performance	4	VCS/VDP's coordinate a variety of community service projects including Nursing Home Visits, Bake Sales, Community Site Beautification and individual site community initiatives.	Presentation Document Faculty and Student Interviews		
Performance	5	The VDP program in Pawtucket has a specialized classroom option for students who need a more intensive behavioral intervention maintaining the academic integrity with 15-minute intervals focused on one behavior goal at a time. An IEP meeting is convened (including the parents) and behavioral goals are established. Currently there are informal policies (hand written) regarding entrance and exit criteria.	Faculty Interviews Document Review	Staff are in the process of formalizing entrance and exit criteria for this specialized option. Insertion of the formalized process will be reflected in a Valley Community School publication.  Timeline: December 2004	
Performance	6	Physical education is provided off site two times per week for the VCS students in addition to a health class one period per/ week. For students in VDP program they participate in physical education once per week and the classroom teacher provides additional physical educational experiences for their students.	Faculty Interviews		
Performance	7	Students at VCS/VDP can participate in extra curricular activities offered by their sending schools by talking to their program coordinator	Document Faculty and Student Interviews		

		and or their social worker. Student knowledge of these opportunities varied whom to talk to.			
Performance	8	The VCS/VDP's facilities and space were appropriate to meet the needs of the students and staff. Staff reported having access to appropriate books and materials. In addition a school van is available for community trips and vocational experiences.	Faculty and Student Interviews		

<b>4. EVALUATION/ INDIVIDUAL EDUCATION PROGRAM (IEP)</b>					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	FBA's are typically done during the 45-day placement. This year, staffs at varying sites are working to integrate FBA's into the current school positive behavioral supports.	Faculty Interview Record Review		
Performance	2	VCS/VDP's document student progress in a variety of formats weekly and quarterly, along with report cards summaries, IEP goal pages, and mid year and end of the year departmental summaries. Most progress reporting focuses on behavioral strategies, and student outcomes. Specific relationship to the IEP was noted by the recording of a " P" etc., on the IEP Goal Sheet. It was unclear how teachers utilize this information to address individual academic progress in addition to informing instruction.	Document Faculty Interviews Record Reviews	The position of Education Coordinator is a recently created full-time position. That individual will spearhead the daily ongoing review, reflection and assessment of the education process to improve student outcomes. In addition she will represent concerns and improvement strategies via the strategic planning and Balanced Scorecard process (see Support Plan item #2 and #3 of Section 1: School Improvement and item #4 in Section 2: Teaching Practices).  Progress Update: June 2005	

		<b>RECORD REVIEW INFORMATION</b>	Record Reviews		
Performance		Typo on IEP SW1		Valley Community Schools will provide assurances to the Rhode Island Department of Education that the Valley Community Schools will adhere to the Rhode Island Regulations Governing the Education of Children with Disabilities. This is applicable to all findings in this section.	
Compliance		IEP team not appropriately constituted JK 7, 9, and 10 (no LEA Rep or special educator)			
Compliance/ Performance		Strengths and needs not appropriately noted JK3, 6, 8, and (10 – no description at all)			
Compliance		First goal page of IEP the present level of performance section is left blank SW2			
Compliance		Standard Behavior and Speech Language goal left blank JK1		Timeline: Immediately and ongoing.	
Compliance		Speech required service no goal noted JK6			
Compliance		Academic goals not acknowledged JK9		The Valley Community School will implement professional development training opportunities for staff in developing and writing IEP's.	
Compliance		Behavior goal has un-measurable criteria JK1 – 10 (% devised from level system)			
Compliance		Documentation of need for ESY left blank SW4 and SW5 no date / JK 4,5,6,7, left blank, JK8 varied, 9 and 10 left blank		Progress Update: June 2005	
Compliance		IEP item # 20 not completed SW5, SW6			
Compliance		IEP item # 25 supplementary aids, services, accommodations left blank JK1-10			
Compliance		Accommodations are not listed by specific assessments SW1, 2,3,4,5.			
Compliance		Support to School Personnel to assist child not fully completed, "A" under description is the only information provided for a description SW5			
Compliance		Support to School Personnel to assist child not fully completed. Something was written then crossed out			

Compliance		under description. SW6			
Compliance		IEP item # 37 (explanation of placement outside of general education setting was left blank SW3, SW5 IEP item # 39 not completed SW 1 – 6, JK 1-10			
Compliance		IEP item # 43 Special Factors left blank JK6			
Compliance		TRANSITION IEP item #5 not fully completed. IEP item #6, #7, #* left blank SW3 IEP item # 8 not completed SW6 and JK2, 3,8 IEP item #9, #10, #11, #12 left blank JK2			

## 5. TRANSITION

Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	<p>VCS facilitates a Vocational Exploration Program (VEP), which is designed to integrate vocational related academic studies with community based career exploration placements. Students are placed at approved and appropriate work sites on alternating days with every other day spent in the classroom. Up to four placements are identified to support a students individualized career plan within a school year. Additionally students receive a stipend (\$3.00 per hour) and can earn up to \$55.50 per pay period.</p> <p>Vocational team meetings are held once a week at the Pawtucket and Cranston (VCS) site to discuss individual students, educational and vocational programs.</p> <p>During the summer the career and vocational exploration program includes 1 ½ hours / per day to address career/job placement skills (communication, social skills, employment and application acquisition)</p>	Document Faculty Interviews		

		<p>It is unclear how the vocational program links individual students learning academically through their core subject's areas after vocational assessments are facilitated and students are participating in the vocational exploration program.</p> <p>The responsibility of facilitating the Transition Page of the IEP is unclear. (i.e. Vocational Coordinator or the Special Education Teacher)</p>			
Performance	2	Though VCS/VDP's completes vocational assessments and utilize RI Network for career exploration and student assessment, it is unclear how individual student information is translated into the IEP along with informing the special educator.	Faculty Interviews Record Review	<p>VCS will implement professional development opportunities for staff in the areas of writing IEPs that incorporate transition planning in the IEP process.</p> <p>Progress Update: June 2005</p>	
Performance	3	Students at VCS/VDP who do not attend the vocational exploration program are provided a life skill curriculum through their homeroom teacher along with the core subject area teachers throughout varied school sites.	Faculty Interviews		
Performance	4	Students transitioning back to their home school community participate in a comprehensive transition process facilitated by the Transition Coordinator. When a student reaches level 5 in relation to his/her behavioral program, discussions occur with the student and family to engage in a more formalized transition planning strategy. Once the students agrees to the opportunity steps are taken to assure a comprehensive sup portative approach to actions taken are addressed. A transition contract is created with the student, family, vocational coordinator if appropriate, teacher, social worker and the special director. This may include home school visits, introductions to administration and education staff at	Document Faculty and Student Interviews		

		the receiving school, program and service option exploration and participation in core subject areas engage in prior to the full transition back to the home school. When appropriate for the transition to be facilitated an IEP meeting is held and appropriate services and supports are planned for. VCS staff and transition coordinator facilitates follow up for student success. (Currently Cranston will be facilitating this process through their Special Education Director)			
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<b>6. FAMILY ENGAGEMENT</b>					
Indicator		Findings	Documentation	Support Plan	Follow-up Findings
Performance	1	VDP host parent teacher conference 4 times a year to review homework and classroom activities.	Faculty Interview		
Performance	2	Social Workers assist and coordinate all services and supports for and with families. They transport, attend related meetings along with students and their families. In addition they provide support and understanding in facilitating the IEP. VCS/VDP's have a standard policy that the school's social workers are the primary point of contact with all families.	Faculty Interview		
Performance	3	Some faculty at VCS/VDP suggested the possibility of providing evening technical assistance programs with families with an emphasis on home based positive behavioral supports.	Faculty Interviews	The Superintendent will review and discuss with senior staff options for continued family engagement including the potential for assistance through family organizations (Rhode Island Parent Information Network, Parent Support Network etc.).  Progress Update: June 2005	

